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Wisconsin State Superintendent of Public Instruction's reports

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Annual report of the State Superintendent of Public Instruction, <1853>, year 1854-1855, October 1st, 1857,

Report, <December 31st 1853>, 10th (December 10th, 1858)-11th (December 10th, 1859)

Annual report, 1856

Annual report on the condition and improvement of the common schools and education interests of the state of Wisconsin, 12th (year 1860)

Annual report of the Superintendent of Common Schools of the State of Wisconsin, <12th (year 1861)>

Annual report of the Superintendent of Public Instruction of the State of Wisconsin, <year ending August 31, 1868>

ANNUAL REPORT

OF THE

STATE SUPERINTENDENT

OF

PUBLIC INSTRUCTION

OF THE

STATE OF WISCONSIN,

FOR THE YEAR 1855.

MADISON:
GALKINS & PROUDFIT, PRINTERS.
1856.

STATE OF WISCONSIN,

OFFICE OF SUPERINTENDENT OF PUBLIC INSTRUCTION,

MADISON, December 31st, 1855.

To the Speaker of Assembly :

SIR : I herewith transmit the annual report required by law of this department. I have the honor to be, with great respect,

Your obedient servant,

A. CONSTANTINE BARRY,
Sup't. Pub. Instruction.

REPORT.

It is made by law the duty of the Superintendent of Public Instruction to "prepare in each year a report, to be submitted to the legislature, bearing date on the last day of December, in each year, containing—

"1. An abstract of all the common school reports received by him from the several clerks of the county boards of supervisors.

"2. A statement of the condition of the common schools in this State.

"3. Estimates and accounts of expenditures of the school moneys.

"4. Plans for the improvement and management of the common school fund, and for the better organization of the common schools. And—

"5. All such matters relating to his office and the common schools of the State, as he shall deem expedient to communicate."

The required abstract of county returns will be found at the close of this report.

The number of counties in this state is fifty. From the abstract of the county reports, we learn that in the forty-five organized counties, there were on the first day of September last, four hundred and sixty-eight towns and cities, containing three thousand five hundred and eighty-four districts and joint districts. Of this number of whole and joint districts, 3321 have reported to the town superintendents as required by law. The number of districts reported last year is 2226, showing an increase of 1358 whole and joint districts. The increase is in part the result of divisions of old districts, but is mainly attributable to the increase of population in our state and the settlement of new territory. Still, it is a matter of regret, that the carving up of large districts into small ones is quite common, introducing dissension, poor schools, and many and great hindrances in the way of all educational progress and prosperity. To the fancied benefit of being near a school house, very important considerations are often sacrificed. The fact is overlooked that children require, for the development of a healthy organization, the daily exercise equivalent to one or two miles travel. In pleasant weather a walk of two or even three miles is no hardship to them. It has been observed, and the testimony of teachers confirms the observation, "that as a general rule, those children who live farthest from the school house, are the most punctual in their daily attendance, and make the greatest progress in their studies."

The whole number of children in the State, on the first day of					
September, 1855, between the ages of four and twenty, was					186,085
The whole number set down in the Report for the year 1854,					
was	-	-	=	-	155,125
Increase in the State for the year 1855,	-	=	-	-	30,960
The whole number of children who have attended school during					
the year ending September 1, 1855, is	-	=	-	-	122,452
Of these 119,687 were between the ages of four and twenty.					
The number reported last year over four, and under twenty, as					
attending school, was	=	-	=	-	101,580
Increase of attendance for the year,	-	-	=	-	18,107

There was received from various sources for the year 1855, for					
school purposes, the sum of	-	-	-	-	\$264,764 03
Of this amount, there was expended for same purposes, the					
sum of =	-	-	-	-	250,075 70
As follows :—					
For teachers' wages,	-	-	-	-	\$216,542 72
“ Libraries,	-	-	-	-	4,741 21
“ other purposes,	-	-	-	-	28,791 77
Amount unexpended,	-	-	-	-	14,688 33
Excess of money received and expended for school purposes					
over amount of year 1854,	-	-	-	-	22,647 49
Excess for teachers' wages,	-	-	-	-	53,057 08

These figures indicate a healthy educational progress in our State, as compared with those of former years. Still, with our great and general prosperity, they are scarcely what we had a right reasonably to expect. We are not, however, to estimate the degree of interest, and the measure of improvement in all localities by the figures here given. While in many places there has been little or no improvement on the previous year, in others the condition of things has been materially changed for the better, far larger amounts have been raised for school purposes, and the wages of teachers have been greatly increased.

*The School Fund—Its Unproductive and Productive Capital—
Amount of Income—Apportionment, &c.*

The capital of the School Fund consists of 1. Unproductive Property, being 35,951 acres of land, located in the several counties as follows :

<i>Counties.</i>	<i>Acres.</i>	<i>Valuation.</i>
Washington (Block)	40	\$1,343 20
Dodge,	30 .49-100	240 10
Fond du Lac,	40	51 00
Marquette,	38 .40	56 71
Portage,	7,160	8,950 25

Polk,	3,200	4,022 54
Pierce,	32 .22	43 51
Door,	4,540	6,012 32
Kewaunee,	320	413 70
Adams,	640	728 00
Buffalo,	2,003 .01	2,476 80
Dunn,	1,798 .24	2,347 12
Jackson,	6,247 .47	7,809 23
Clark,	1,480	1,975 14
Chippewa,	2,360	2,889 60
Trempeleau,	4,720	6,045 96
Jefferson Canal,	1,076 .10	1,441 80
Outagamie,	216 .02	456 27
	35,951 .85-100	47,303 25
2d. Loans secured by mortgage on Real Estate,		291,309 84
Balance due on sales,		1,567,932 98
Balance in Treasury,		38,026 48
Total capital of School Fund, December 31, 1855,		\$1,897,269 30
Deducting the amount in Treasury, subject to loan, we have		
as the amount of productive capital,		1,859,242 82
Total capital of School Fund last year,		1,670,258 77
Increase for 1855,		227,010 53
The income of School Fund subject to apportionment the		
present year is as follows: Interest upon productive capital		
at 7 per cent,		130,076 99
Balance of revenue on hand, December 31, 1855,		17,479 00
Total income,		147,555 99
Increase of income over that of the year 1854,		5,571 70
Over amount apportioned on the 10th of March last,		21,649 97

The productive capital of the School Fund is annually increased by sales of School Lands, and from other sources, and consequently the revenue for the support of the public schools of the State. When the remaining lands shall have been sold, and the proceeds added to the productive capital of the Fund, the income

annually derived from the whole will aid largely, indeed, in the education of the sons and daughters of the State, and in deepening and strengthening the foundations of all true prosperity.

The following is a correct statement of the amount apportioned to the several towns and cities of the State, A. D. 1855, as provided by law.

<i>Adams County.</i>					Apportionment.
Grand Marsh,	-	-	-	-	\$78 08½
Jackson,	-	-	-	-	288 99½
Lemonweir, -	-	-	-	-	78 08½
Lyndon, -	-	-	-	-	99 82
Lisbon, -	-	-	-	-	61 98½
Necedah,	-	-	-	-	87 74½
Quincey, -	-	-	-	-	49 10½
					743 82

<i>Bad Ax County.</i>					
Bad Ax, -	-	-	-	-	202 86
Bergen, -	-	-	-	-	52 32½
Jefferson, -	-	-	-	-	123 16½
Kickapoo,	-	-	-	-	53 93½
Viroqua, -	-	-	-	-	283 36
					715 64½

<i>Brown County.</i>					
Depere, -	-	-	-	-	186 76
Green Bay,	-	-	-	-	303 48½
Green Bay City,	-	-	-	-	458 85
Holland,	-	-	-	-	68 42½
Howard, -	-	-	-	-	197 22½
Lawrence,	-	-	-	-	127 99½
Pittsfield, -	-	-	-	-	24 95½
Wrightstown,	-	-	-	-	21 73½
					1,389 43

<i>Calumet County.</i>				Apportionment.
Charlestown, -	-	-	-	\$70 03½
Lima, -	-	-	-	50 71½
Manchester, -	-	-	-	176 29½
New Holstein, -	-	-	-	171 46½
Portland, -	-	-	-	127 19
Stockbridge, -	-	-	-	262 43
				858 13

<i>Chippewa County.</i>				
Chippewa Falls, -	-	-	-	62 79

<i>Crawford County.</i>				
Prairie du Chien, -	-	-	-	613 41

<i>Columbia County.</i>				
Caledonia, -	-	-	-	168 24½
Columbus, -	-	-	-	359 03
Courtland, -	-	-	-	230 23
Dekorra, -	-	-	-	274 50½
Fort Winnebago, -	-	-	-	211 71½
Fountain Prairie, -	-	-	-	240 69½
Hampden, -	-	-	-	193 20
Leeds, -	-	-	-	210 10½
Lewiston, -	-	-	-	179 51½
Lodi, -	-	-	-	143 29
Lowville, -	-	-	-	165 02½
Marcellon, -	-	-	-	222 98½
Newport, -	-	-	-	86 13½
Otsego, -	-	-	-	145 70½
Pacific, -	-	-	-	56 35½
Portage City, -	-	-	-	362 25
Randolph, -	-	-	-	285 77½
Scott, -	-	-	-	161 80½
Springvale, -	-	-	-	204 47
West Point, -	-	-	-	88 55
Wyocena, -	-	-	-	247 94

\$4,237 52

Dane County

	Apportionment
Albion, - - - - -	\$251 96½
Berry, - - - - -	87 74½
Black Earth, - - - - -	180 32
Blooming Grove, - - - - -	122 36
Blue Mounds, - - - - -	283 36
Bristol, - - - - -	256 79¼
Burke, - - - - -	209 30
Christiana, - - - - -	416 18½
Cottage Grove, - - - - -	280 14
Cross Plains, - - - - -	156 97½
Dane, - - - - -	180 32
Deerfield, - - - - -	188 37
Dunkirk, - - - - -	378 35
Dunn, - - - - -	174 68½
Fitchburg, - - - - -	243 91½
Madison, - - - - -	890 33
Medina, - - - - -	255 99
Middleton, - - - - -	139 62½
Montrose, - - - - -	228 62
Oregon, - - - - -	309 12
Perry, - - - - -	94 18½
Pleasant Spring, - - - - -	392 03½
Primrose, - - - - -	181 93
Roxbury, - - - - -	252 77
Rutland, - - - - -	300 26½
Springdale, - - - - -	172 27
Springfield, - - - - -	163 41½
Sun Prairie, - - - - -	224 59½
Verona, - - - - -	206 88½
Vienna, - - - - -	77 28
Westport, - - - - -	112 70
Windsor, - - - - -	177 90½
York, - - - - -	251 16
	\$7,841 50½

Dodge County.

					Apportionment.
Ashippun,	-	-	-	-	\$382 37½
Beaver Dam,	-	-	-	-	637 56
Burnett,	-	-	-	-	247 13½
Calamus,	-	-	-	-	155 36½
Chester,	-	-	-	-	327 63½
Clyman,	-	-	-	-	325 22
Elba,	-	-	-	-	300 26½
Emmet,	-	-	-	-	402 50
Fox Lake,	-	-	-	-	339 71
Herman,	-	-	-	-	415 38
Hubbard,	-	-	-	-	379 15½
Hustiford,	-	-	-	-	276 11½
Lebanon,	-	-	-	-	404 91½
Leroy,	-	-	-	-	192 39½
Lomira,	-	-	-	-	231 03½
Lowell,	-	-	-	-	301 07
Oak Grove,	-	-	-	-	434 70
Portland,	-	-	-	-	253 57½
Rubicon,	-	-	-	-	408 94½
Shields,	-	-	-	-	302 68
Theresa,	-	-	-	-	345 34½
Trenton,	-	-	-	-	410 55
Westford,	-	-	-	-	97 40½
Williamstown,	-	-	-	-	337 07½
Watertown, 5th and 6th wards,	-	-	-	-	158 58½
					\$8,063 68½

Fond du Lac County.

Alto,	-	-	-	-	\$198 83½
Ashford,	-	-	-	-	314 75½
Auburn,	-	-	-	-	127 19
Byron,	-	-	-	-	303 48½
Calumet,	-	-	-	-	467 70½
Ceresco,	-	-	-	-	353 39½

	Apportionment.
Eden, - - - - -	184 34½
Eldorado, - - - - -	179 51½
Empire, - - - - -	191 59
Fond du Lac, - - - - -	244 72
Fond du Lac City, - - - - -	776 02
Forest, - - - - -	277 72½
Friendship, - - - - -	145 70½
Lamartine, - - - - -	249 55
Metomen, - - - - -	297 04½
Oakfield, - - - - -	303 48½
Osceola, - - - - -	102 23½
Rosendale, - - - - -	223 79
Springvale, - - - - -	264 04
Taychedah, - - - - -	233 45
Waupun, - - - - -	398 47½
	\$5,837 05½

Grant County.

Beetown, - - - - -	\$340 51½
Cassville, - - - - -	210 91
Clifton, - - - - -	181 12½
Ellenboro, - - - - -	197 22½
Fennimore, - - - - -	336 49
Harrison, - - - - -	272 89½
Hazel Green, - - - - -	602 94½
Jamestown, - - - - -	256 79½
Lancaster, - - - - -	431 48
Liberty - - - - -	72 45
Lima, - - - - -	229 42½
Millville, - - - - -	326 83
Muscoda, - - - - -	195 61½
Paris, - - - - -	141 68
Patch Grove, - - - - -	230 23
Platteville, - - - - -	747 84½
Potosi, - - - - -	665 73½

					Apportionment.
Smeltzer,	-	-	-	-	302 68
Wingville,	-	-	-	-	125 58
Waterloo,	-	-	-	-	113 50½
					\$5,981 95½

Green County.

Adams,	-	-	-	-	\$143 29
Albany,	-	-	-	-	264 04
Brooklyn,	-	-	-	-	213 32½
Cadiz,	-	-	-	-	226 20½
Clarno,	-	-	-	-	306 70½
Decatur,	-	-	-	-	261 62½
Exeter,	-	-	-	-	230 23
Jefferson,	-	-	-	-	284 97
Jordan,	-	-	-	-	180 32
Monroe,	-	-	-	-	433 89½
Mt. Pleasant,	-	-	-	-	309 92½
New Glarus,	-	-	-	-	126 38½
Spring Grove,	-	-	-	-	323 61
Sylvester,	-	-	-	-	313 14½
Washington,	-	-	-	-	151 34
York,	-	-	-	-	89 35½
					\$3,858 36½

Iowa County.

Arena,	-	-	-	-	\$171 46½
Clyde,	-	-	-	-	123 97
Dodgeville,	-	-	-	-	869 40
Highland,	-	-	-	-	384 79
Linden,	-	-	-	-	379 15½
Mifflin,	-	-	-	-	241 50
Mineral Point,	-	-	-	-	776 82½
Pulaski,	-	-	-	-	136 85
Ridgeway,	-	-	-	-	338 00
Waldwick,	-	-	-	-	156 17
Wyoming,	-	-	-	-	120 75
					\$3,698 97½

	<i>Jackson County.</i>	Apportionment.
Albion,	-	\$107 87
	<i>Jefferson County.</i>	
Aztalan,	-	\$238 28
Coldspring,	-	177 10
Farmington,	-	253 57½
Hebron,	-	240 69½
Ixonia,	-	494 27
Jefferson,	-	550 62
Koshkonong,	-	483 80½
Lake Mills,	-	346 95½
Milford,	-	236 67
Oakland,	-	327 63½
Palmyra,	-	483 00
Sullivan,	-	423 43
Waterloo,	-	334 88
Watertown,	-	639 17
Watertown city,	-	699 54½
		\$6,282 22
	<i>Kenosha County.</i>	
Brighton,	-	\$328 44
Bristol,	-	397 67
Kenosha city,	-	1079 05½
Paris,	-	357 42
Wheatland,	-	375 13
Pleasant Prairie,	-	410 35
Ames,	-	268 87
Salem,	-	412 16
		\$3,629 74½
	<i>La Crosse County.</i>	
Barry,	-	\$190 48
Burns,	-	79 69½
Farmington,	-	96 60
La Crosse,	-	264 04
Neshanac,	-	51 52
Onalaska,	-	58 76½
		\$660 10

Lafayette County.

	Apportionment.
Argyle, ...	\$803 48½
Belmont, ...	122 36
Benton, ...	605 36
Centre, ...	293 82½
Elk Grove, ...	178 71
Fayette, ...	302 68
Gratiot, ...	252 77
Kendall, ...	155 36½
Monticello, ...	57 15½
New Diggins, ...	493 40½
Shullsburg, ...	511 98
Wayne, ...	178 71
Wiota, ...	367 08
White Oak Spring, ...	196 42
Willow Springs, ...	200 44½
	\$4,219 81

Manitowoc County.

Centreville, ...	\$132 02
Eaton, ...	75 67
Kossuth, ...	334 88
Manitowoc, ...	345 34½
Manitowoc Rapids, ...	198 83½
Maple Grove, ...	156 17
Memee, ...	142 48½
Michocott, ...	113 50½
Newton, ...	245 52½
Two Rivers, ...	251 16
	\$1,995 59½

Marathon County.

Marathon, ...	\$74 86½
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Milwaukee County.

	Apportionment.
Franklin, - - - - -	449 90½
Granville, - - - - -	799 36½
Greenfield, - - - - -	676 20
Lake, - - - - -	505 54
Milwaukee, - - - - -	578 79½
Milwaukee City, - - - - -	6,330 52
Oak Creek, - - - - -	540 96
Wauwatosa, - - - - -	694 71½
	10,576 69½

Marquette County.

Berlin, - - - - -	535 32½
Brooklyn, - - - - -	247 94
Butlalo, - - - - -	117 53
Crystal Lake, - - - - -	29 78½
Dayton, - - - - -	140 07½
Green Lake, - - - - -	252 77
Hardin, - - - - -	254 38
Harriss, - - - - -	75 67
Kingston, - - - - -	187 56½
Mackford, - - - - -	250 35½
Marquette, - - - - -	162 61
Montello, - - - - -	103 84½
Moundville, - - - - -	224 59½
Neshkoro, - - - - -	103 84½
Newton, - - - - -	58 76½
Oxford, - - - - -	111 09
Packwaukee, - - - - -	153 36½
Princeton, - - - - -	285 77½
Shields, - - - - -	123 97
St. Maria, - - - - -	158 58½
Westfield, - - - - -	55 54½
	3,635 88

Oconto County.

Apportionment.

Howard,	72 45
Oconto,	285 77½
	358 22½

Outagamie County.

Centre,	\$28 17½
Dale,	37 89½
Ellington,	33 00½
Freedom,	86 94
Grand Chute,	368 69
Greenville,	82 11
Hortonia,	45 88½
Kaukana,	319 58½
	\$1,0002 22½

Ozaukee County.

Belgium,	\$644 08½
Cedarburg,	480 58½
Fredonia,	348 56½
Grafton,	869 49½
Mequon,	872 62½
Port Washington,	454 02
Saukville,	309 12½
	\$3,479 21

Pierce County.

Prescott,	\$106 26½
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Polk County.

Leroy,	\$57 15½
St. Croix Falls,	28 98
	\$86 13½

Portage County.

Apportionment.

Almond,	\$8. 85
Amherst,	45. 08
Buena Vista,	16. 90
Grand Rapids,	52. 32
Plover,	117. 53
Stevens Point,	142. 48
	\$388. 18

Racine County.

Burlington,	\$515. 20
Caledonia,	472. 53
Dover,	313. 14
Mt. Pleasant,	341. 32
Norway,	302. 68
Racine,	301. 87
Racine City,	2159. 01
Raymond,	370. 30
Rochester,	275. 31
Waterford,	389. 62
Yorkville,	347. 76
	\$5,789. 56

Richland County.

Buena Vista,	306. 70
Richland,	124. 77
Richmond,	141. 68
Richwood,	82. 11
Rockbridge,	98. 21
	\$753. 48

Rock County.

Avon,	\$240. 69
Beloit,	968. 41
Bradford,	266. 45
Centre,	275. 31

Apportionment.

Clinton,	329 24½
Fulton,	312 46½
Harmony,	284 16½
Janesville City,	1,052 94
Janesville,	225 40
Johnstown,	349 37
La Prairie,	152 14½
Lima,	284 16½
Magnolia,	290 24
Milton,	335 68½
Newark,	314 75½
Plymouth,	207 69
Porter,	359 03
Rock,	260 82
Spring Valley,	275 31
Turtle,	367 88½
Union,	412 96½
	7,591 15

Sauk County.

Baraboo,	\$359 83½
Dellona,	172 27
Freedom,	180 32
Fairfield,	137 65½
Greenfield,	91 77
Honey Creek,	245 52½
Kingston,	371 91
Marston,	228 62
New Buffalo,	181 93
Prairie du Sac,	361 44½
Reedsburgh,	304 29
Spring Green,	138 40
Winfield,	61 98½
	\$2,836 01½

1870

Sheboygan County.

Apportionment.

Abbot,	\$252. 77
Greenbush,	268 87
Herman,	266 45½
Holland,	394 45
Lima,	372 71½
Lyndon,	298 65½
Mitchel,	164 22
Mosel,	231 84
Plymouth,	361 44
Rhine,	198 83½
Russell,	27 37
Scott,	210 91
Sheboygan Falls,	485 41½
Sheboygan,	158 58½
Sheboygan City,	807 41½
Wilson,	136 85
	\$4,636 80

St. Croix County.

Hudson,	203 66½
Kinnickinnic,	41 05½
Rush River,	42 66½
	\$287 38½

Trempeleau County.

Montoville,	\$60 37½
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Walworth County.

Bloomfield,	\$313 14½
Darien,	342 12½
Delavan,	419 40½
East Troy,	401 66½
Elkhorn,	177 90½
Geneva,	596 50½
Hudson,	487 63

Apportionment.

Lafayette,	329 24½
La Grange,	401 59½
Linn,	268 06½
Richmond,	259 21
Sharon,	440 33½
Spring Prairie,	339 71
Sugar Creek,	287 38½
Troy,	292 21½
Walworth,	330 05
Whitewater,	450 80
	\$6,137 32

Washington County.

Addison,	\$331 166
Barton,	255 18½
Erin,	374 32½
Farmington,	358 22½
Germantown,	729 33
Hartford,	480 58½
Jackson,	400 89
Kewascum,	169 85½
Polk,	595 70
Richfield,	576 38
Trenton,	322 18½
Wayne,	231 84
West Bend,	236 67
	\$5,063 45

Waukesha County.

Brookfield,	\$528 88½
Delafield,	305 09½
Eagle,	286 40
Genesee,	461 26½
Lisbon,	431 48
Menomonee,	571 55

	Apportionment.
Merton,	352 59
Mukwonago,	408 13
Muskego,	441 14
New Berlin,	503 12
Oconomowoc,	441 14
Ottawa,	301 87
Pewaukee,	389 62
Summit,	268 87
Vernon,	290 60
Waukesha,	842 83
	\$8,024 01

Waupaca County.

Dayton,	291 77
Farmington,	374 00
Lind,	150 53
Mukwau,	72 45
Waupaca,	134 43
Weyauwega,	137 85
	\$660 90

Waushara County.

Adario,	335 42
Coloma,	54 74
Dakota,	83 72
Marion,	85 33
Mount Morris,	39 44
Oasis,	148 12
Ontario,	94 18
Pine River—Leon,	135 24
Warren,	76 47
Waushara—Sacramento,	162 61
Wautoma,	118 33
	\$1,033 62

Winnebago County.

	Apportionment
Algoma	\$215 74
Black Wolf	152 95
Clayton	177 10
Neenah	395 25½
Nekimi	230 67
Nepenskum	175 49
Omro	841 32
Oshkosh	88 55
Oshkosh City	584 43
Poygan	73 25½
Rushford	383 18
Utica	245 52½
Vinland	290 60½
Winneconne	165 02½
Winchester	107 06½
	\$3,632 16

Total amount of apportionment for the year 1855,

\$125,906 02½

GENERAL REMARKS, RECOMMENDATIONS, ETC.

The age in which we live is full of promise. Old things are passing away, and all things are being made new. Not that we yet can clearly discover the near approach of either a political, social, or religious millenium, but that we can catch glimpses of the early dawning of a far brighter and happier day. Ignorance, want, suffering, selfishness and dissension are not the hard necessities of our being, and cannot always continue. They shall not always darken our life—they shall not always hedge in the path of progress. The light that breaks from a single point in the intellectual and moral heavens, shall spread wider and yet wider, deepening and gathering intensity in its onward flow, until the whole earth shall be flooded as with a sea of glory. The restlessness, activity, intense effort, and the stirring and deeply exciting events of our time, are true indications of the approaching period when principle shall prevail more than system, and there shall be less of wrong and suffering and tears.

There is more Thought in the world than there ever was before. And this generally prevailing Thought is more intelligent, more earnest, better directed, and of a purer and loftier character than that which has preceded it. Instead of being shut away from the means and even the right of thought, or of having no time for thought of anything beyond the narrow circle of their own physical wants, the condition of the laboring masses has been improved, magnificent stores of knowledge have been opened, and a general diffusion of intelligence has prepared the way for

Thought. And as knowledge increases Thought expands, is elevated, and becomes more free. Then there begin the pulsations of a new and higher life—the capacities of the soul are enlarged—a clearer and stronger perception of right and duty is imparted—and man begins to lift himself erect in the dignity of his august nature. Hence, those denominated the Common People—the toiling, degraded, and suffering millions—through the power of thought are opening their eyes to see that this is God's earth; and some way or other, all His children, even the poorest and weakest have a right to so much of the soil, and water, and air, as shall sustain life under circumstances favorable to unfolding and developing the faculties and attributes of the whole man—physical, social, intellectual and religious.

Thought is clearly an element of progress; and if there be that which yields under its power, it is because it is wanting in adaptation, or is false, and wholly unfit for the place it occupies. Truth cannot suffer from thought—no good thing can be permanently injured by it; it conserves that which is excellent, and right, and true, and binds up the good of to-day with that which may be developed to-morrow. Thus it is naturally aiding in our redemption from many and great evils, and making the law of universal brotherhood of practical force and effect in all lands where its freedom is tolerated. Before its power Thrones shall crumble and Despotisms shall pass away—cruelty and injustice shall flee from among men—human equality shall be established—oppression shall cease—religion be shorn of pride and self-righteousness—and there be new heavens and a new earth.

Nowhere, perhaps, is there so much free thought as in our own land. In no other part of the world is broader scope allowed it, or greater stimulus supplied it. And here, as in no other country it works out its legitimate tendencies, and achieves its noblest triumphs; and is at once an element and an evidence of our national greatness and prosperity. True, there might be more mental independence—more upright, unbending “backbone”—more manliness, self-reliance and self-respect, than there is. Bigotry

and intolerance are here as elsewhere. Fashion, custom, caste, and false distinction circumscribe, fetter and enthrall in this Republican land as in the Old World. But it need not be so, for these are backed by no political power, and derive their authority only from common consent. Every man, if he will, may think, believe, speak and act for himself: responsible for the legitimate use of this right to no class, sect or party, but to God only.

One of the agents—and a principal one—by which is developed this increased and increasing thought, is the COMMON SCHOOL. Planted amid the rugged and rocky hills of New England, or the sunny vales of the South, or upon the broad, green prairies of the West, it unfolds the germ of intellect, “rears the tender thought,” “forms the common mind” and fits and qualifies in no small degree for the active duties of life, and the responsibilities of citizenship. Humble and obscure it may be, communicating to the children of lowly birth only the simplest rudiments of knowledge, yet it is one of the strong defences of the land—the NURSERY OF FREEMEN! Many a bare-footed boy, with ragged jacket and tanned face, has gone out from it with great thoughts stirring within his soul because of its ministrations, his ambition aroused and his enthusiasm enkindled, to achieve a noble destiny in some department of intellectual or moral effort, and make bright some page of his country’s history. “Patient thought” has been born of its humble ministry—thought that moves, guides, and will redeem and save the world. To the extent that the Common School widens the sphere of intellectual action and effort, aids in the diffusion of intelligence, and tends to elevate individuals and communities in the scale of moral being, it may justly be regarded as one of the symbols of a great and prosperous State. It is an instrument of achievement, and an agent “of actual power and of living performance.”

There are other signs and representatives of national greatness. “However insignificant it really is,” says Chapin, “man spreads an ideal glory over the land of his birth. Perhaps its historical importance compensates for its geographical narrowness, or its

material poverty is hidden by its intellectual wealth. From its stock of mighty men—its heroes and bards, and sages—who have brightened the roll of fame; or from its memorable battle-fields, on wild heath and in mountain defile; or from its achievements, which have swelled the tide of human enterprise, and made the world its debtor; he draws the inspiration, he carries away the conviction of greatness—so that wherever its emblems come before his eyes, they touch the deep springs of reverence and pride.”

But there is something necessary beside what is here enumerated, to constitute a country truly great. The signs of its enduring prosperity and glory are not to be found in mere dead, inert, or ideal things, but in those that possess vital force and energy, and that take in pieces and reconstruct, purify, exalt, enlighten, and make desert places green and beautiful. A people may be great, and have great power, because of political importance, vast possessions, and strong institutions; but that nation is the greatest, which far less favored physically and politically, has its symbols in those mighty agents that concern themselves with the welfare, enlightenment and moral elevation of humanity. We of the great West may take just pride in our physical advantages and blessings, multiplied and rich beyond those of almost any other people. Perhaps no other portion of our highly favored country possesses so varied and abundant natural resources as the mighty Valley of the Mississippi, of which our State forms a part. Consider our inexhaustible mines of mineral wealth, our “openings” and prairies, with the richest and most productive soil in the world; our vast inland seas dotted with the white sails of a busy commerce; our broad rivers running to the ocean, bearing upon their bosom the wealth which industry has extracted from the earth; our green hills, and cheerful valleys, and fruitful plains; all furnishing employment, highways and homes for honest labor in every legitimate calling and pursuit; consider all these, and tell me if the lines have not fallen to us in pleasant places, and if ours is not indeed a goodly heritage!

Let us look again. Only a few years ago, this broad territory was a wild and savage wilderness. From the rugged shores and the mountains and valleys of New England, from the proud old Empire State, from the sunny South, from the British Islands across the sea, and from far-off "Fatherland," we came and peopled the solitudes beyond the Great Lakes. The forests have been swept away, the rich mould of the prairies turned by the busy plow, towns and cities builded, railroads constructed, a large and prosperous commerce established, and the foundation of wealth and material greatness laid deep and strong. In a commonwealth thus abounding in natural resources, thus settled and improved, full of enterprise and prosperity, full of busy industry and increasing wealth, pressing continually onward in its upward and prosperous way, and concerning itself with all great means and measures of public improvement, we might think that little or nothing more was wanting to constitute it truly great and powerful. But there are other and essential elements of greatness and power, elements intellectual and moral in their nature, and which conduce to the true and harmonious development of man. The broad expansion of mind, the liberal view, the refined taste, the sound judgment which learning secures; the independence and integrity of character, the upward aim, the serene dignity, the lofty purpose, the spirit of humanity and brotherhood, which moral principle imparts; these are what give to a State, as well as to individuals, true elevation, sublimity, prosperity and greatness. To furnish the most liberal and efficient means of mental and moral cultivation to the entire mass of its population, is therefore, the business and duty of the State. Not so much in its broad geographical limits, the fertility of its soil, its mineral resources, and its facilities for trade and commerce, as in its thousands of immortal souls, its mines of intellectual riches, and its bountifully furnished agencies for augmenting the aggregate of its intelligence and moral virtue, lies its real wealth, power and safety.

It consults its true interests and its essential glory, therefore,

only when it scatters the seeds of knowledge broadcast over its entire surface—only when, through its wisely appointed mediums, it pours out light freely through all its borders and into its remotest corners, as God pours out sunshine and rain from heaven.

It is a thought in which we may well take pride, that in our own state the means for obtaining knowledge have been largely supplied. Indeed, as a general thing, they have been brought to every man's door. Recently settled as is Wisconsin, if we look around for the ignorant, we shall find them without trouble; but if we look for those who are condemned, by disadvantages of situation, or other cause, to unavoidable ignorance, we shall generally search in vain. A munificent fund has been created, the free school established, and the school-master sent "abroad." When the entire income from this fund shall become available, and our free school system perfected and made harmonious in all its parts, and the school-master enabled to give full proof of his exalted ministry, we may well question whether any state in the union, with respect of educational advantages and facilities shall surpass our own.

But while saying this, I would not forget that before we can attain to this position, very much remains to be done—that there is much for the state to do—much for the people in their every capacity. Not only have we to jealously guard our school fund from speculation and fraud, but we have to adapt our public school system to our changing circumstances, and any new condition growing out of them, to elevate the standard of public instruction, to supply defects and remedy errors of administration, to give to our free schools an enlarged sphere of usefulness as mediums of practical knowledge, by introducing new and interesting branches of study in addition to those now pursued, thus directing fund, and system, and administrative, and supervisory power, and free school to the accomplishment of one great object to be kept in view: The development of a free, true, harmonious human soul.

Yes, to this end should we labor as legislator, executive, superintendent, district board, teacher, parent, citizen, that each child within our broad territory shall be trained and disciplined into an intelligent and self-governed individual, capable of acting well his part in all the duties of life. Not only the happiness of our children, but also the highest good of the state, require this at our hands.

Immediately on receiving the appointment to the office of Superintendent of Public Instruction, made vacant by the death of its late worthy and highly esteemed incumbent, Hon. H. A. Wright, I sought by visitation and correspondence to ascertain more fully than I had been able previously to learn, what were the practical workings of our present school system in its various details—how administered—how supervised in its operations—and with what results; what its defects, if any it had, and what changes or improvements were required, if any, to better adapt it to particular localities; what the condition, character, and wants of our schools, and what was essential to the greater vitality and efficiency of both system and schools. From what I have learned with respect of the various points on which information was sought, I am satisfied that under present circumstances and the existing condition of things, our system of common schools, in the main, is admirably adapted to the need of most portions of the State. Any radical change in its leading outlines or principles, I am confident, would take from its general adaptation, and consequently render it less capable of answering the end for which it was designed. At the same time there is an apparent want of harmony in the details of the system—many defects—many omissions—and these render it less productive of good results than it otherwise would be. Here changes, modifications, new features can be advantageously introduced, and will add to the completeness, efficiency and success of the whole. The full and effectual operation of the system is hindered, and its good effects proportionably lessened by many and great errors and defects in administration. There is quite too frequently a lack of appreciation or

of fidelity on the part of officers charged with administrative duty. District boards are not always wisely chosen. Or if the best men, the fittest by qualification are elected, they are quite too apt to overlook the importance of their official duties, and to discharge them hastily and imperfectly, as the calls of private business press upon their attention. As though anything could be estimated of more consequence to the individual, to society and the State, than the proper training of the immortal minds of a rising generation!

Incompetent and inefficient supervision must also be named as a hindrance to the harmonious and effective operation of our educational system, thus preventing an enjoyment of the full measure of benefit it is calculated to impart. Upon an enlightened, faithful, and judicious supervision of our schools, will materially depend their character, condition and usefulness. Great and important as the proper training of the intellects of our children, the right cultivation of the moral powers, the harmonious development of the whole being, are the interests to be supervised. What watchful and patient supervision do they demand! How ought we to plan, and labor, and appropriate abundant means, that in our schools, and through the influences that shall go out from them, these interests may be subserved and promoted,—the body—the intellect—the heart, be trained, disciplined, and fully equipped for the services of life. And yet, in far too numerous instances, men wholly unqualified are chosen for the discharge of this important duty. The people, in part, are to be blamed for this; but only in part, as we shall see by and by.

There is much else that stands in the way of the effectual working of our school system, and prevents it from giving full proof of its adaptation and power. I will only barely allude to these adverse causes in this place. They are: miserable school houses miserably located, divisions and subdivisions of districts, want of uniformity in text books, and worse than all else, indifference and neglect on the part of parents. I may be allowed to remark in this connection, that in many places visited, I

have been gratified to meet with decisive evidences of substantial interest and mutual co-operation on the behalf of popular education, from parents, district boards, superintendents, teachers, and citizens generally; evidences beheld in the united determination to make the common school the best school, by combining numbers and wealth, by furnishing larger means and better facilities for the better instruction of the young. Thus we begin to realize the idea of the PEOPLE'S COLLEGE in the district school. May it be more and more realized, until the common schools of the State, in all essential requisites, shall become colleges indeed!

I come now to the question—What do we need by way of perfecting practically our system of public instruction, elevating and improving the character and condition of our common schools, and securing to individuals and the State the full measure of benefit they are designed to impart? The answer, to some extent, has already been indicated in the preceding remarks; but the question demands a more definite and specific answer, involving in some of its particulars considerable discussion.

There is needed such a modification of our general system of Public Instruction, by means of a supplementary act, as shall adapt it to existing wants in our large towns and villages, and the more thickly populated rural districts. Only with much difficulty can the provisions of the present law be made available in effecting the required change. The full benefits of a more thorough and efficient system of organization and discipline are now secured only by special act. Only the common district school is recognized distinctly by our present system and law. Something above and beyond this is imperiously demanded by the educational needs of hundreds of localities in our State. Union schools can, indeed, be organized under the present law,—but only, as I said, with great difficulty. We need, then, such special provisions as that while the general system shall remain operative as now where it best adapts itself to the existing condition of things, the localities referred to, may, if they shall so elect, enjoy the advantages of a

well devised system of graded schools. The following is presented as the outlines of such a system :

1st. The consolidation of the several districts within a city, village, or part of a town, for the purposes of a better organization, management, and supervision of schools.

2d. The organization of so many Primary schools of a city, village, or part of a town as may be required, and of a Central High School. [Where the number of pupils is no more than four or five hundred, a single school, with Primary, Intermediate and High School Department will be sufficient.]

3d. The organization, superintendence and management of such schools, or school, to devolve on a Board of Education consisting of three or more Commissioners and a Superintendent; which said Board shall be vested with all the powers of present District Boards.

4th. The Common Council of a city, or the Trustees of a village, to raise by tax such sums as may be determined and certified by said Board of Education to be necessary or proper for the purposes of purchasing School Houses, paying Teachers wages, etc., etc.

These, in brief, are the general outlines of the system, which, through its practical workings, under a wise and careful administration, has given to the city of Racine its model schools. None there dream of going back to the old district system. We do not propose, therefore an untried experiment, when we submit this system of graded schools for adoption in all cities and villages in our State. In all favorable localities, if properly administered, it will make the public schools the best schools—more than any mere private or select schools possibly can be—and thus do away with the necessity of the burdensome maintenance of the latter.

We need for an increase of interest and substantial profit in our public schools, an addition of studies to those usually pursued. In other words we need for the attainment of the highest object of the District School, that the course of instruction therein should be more thoroughly practical in its character—fitting those who go

out from such school, so far as may be, for the callings and employments of active life. To this end I would be pleased to see added to the list of studies which the law specifies as essential to be taught in our Common Schools—that of Natural History, embracing at least the elements of Botany, Zoology and Geology.

If the study of Natural History were introduced into our schools, it could not fail, I think, of becoming “one of the most grateful and efficient of the formative powers in education.” It affords an excellent discipline for the intellectual faculties, and leads “the human mind to adoration, trust and love.” It is of great practical utility, and is of essential advantage to the farmer, dairyman and gardener, in particular. It promotes health and cheerfulness—frees the mind from the dread and apprehension of supernatural power—brings the moral affections into communion with the harmonies of nature, and opens new sources of the purest happiness.

A most interesting communication from Prof. H. S. Baird, of the Smithsonian Institution, on the importance and method of introducing the study of Natural History into public schools, will be found under the head of correspondence, to which attention is respectfully called.

We need a more thorough and efficient supervision of the public schools than in general can be had under the present system. I am not prepared to say that, at present, it would be best to abolish the office of town superintendent, and substitute therefor that of county superintendent, or that a town board of examiners should be charged with the duty of supervision. Still it is apparent that generally, with only here and there an exception, either because of incompetency, or want of sufficient pecuniary compensation or lack of interest, the duties of superintendent are unfaithfully performed, and the office comes far short of answering the end for which it was designed. In very many towns it is next to an impossibility to find an individual who is in any suitable degree qualified for the successful discharge of the duties of this office.

In others, where there is, perhaps, no lack of qualified men, the result is the same, because of the meagre, stinted compensation fixed by law. And where one, who, by education and taste, is fitted for an intelligent and successful performance of the work of supervision, is induced to accept the office, he is either too poor to make the sacrifice of time and money required him, or being a prosperous business man, and crowded by profitable employment, he gives time only to a hasty and imperfect discharge of his official duties. A few interested, devoted men, work on without regard to earthly reward, and bear in from the scene of their active and patient labors, the yellow sheaves with rejoicing.

With the town superintendent alone, we might have a far more effective supervision than at present, were we disposed to pay a well qualified officer as liberally as we pay the man who saws our wood, or who takes care of our cattle. But if we would have this supervision most effective, and such as the condition of our schools demand, we must unite, in my opinion, county or assembly district with the town superintendency. By doing this we shall bring to the important work of supervision, a class of intelligent, earnest, faithful men. Teachers will be subjected to a more rigid and practical examination, and their ambition powerfully stimulated to excel in their profession. We would furnish, too, a competent lecturer in the person of each county superintendent, who could talk familiar to the people of their educational wants, and point out how they best may be met and satisfied. Controversies that are now settled only by appeal to the state superintendent, would be arranged to the mutual satisfaction of the parties, and neighborhood contentions allayed. Such would be some of the practical results of the improved system of supervision, conducing powerfully to the welfare and prosperity of the schools, as evidenced by trial in the state of New York. (See communication of Hon. H. S. Randall on this subject, accompanying this report.)

The number of able professional teachers needs to be largely augmented. I name this for the purpose of calling the attention of the Legislature to the importance of making provision for the

proper education of teachers in the theory and practice of their calling. The want in this direction has in part been met by a thoughtful and wise provision of the board of regents of the State University. I allude to the establishment of a Normal Department and the appointment of an able professor therein. For further information you are respectfully referred to the accompanying communication from Chancellor Lathrop, whose views meet with my cordial approbation.

Much can be accomplished in aid of the suitable preparation and discipline of teachers, by county institutes, properly organized and conducted. In order that we may derive the greatest benefit from these institutes it is essential that some pecuniary aid and encouragement should be granted by the legislature. A small sum, say three hundred dollars a year, would enable the Superintendent to employ such able assistants as are required to conduct with interest and profit the courses of instruction in the Institute.—Many, no doubt, would cheerfully give both time and labor, assured that their expenses would be paid. I would therefore recommend the passage of a law similar to that of Michigan, appropriating annually the above sum for the purposes specified.

It is an almost universal expression, that the provision of the school law with respect of the collection of district taxes, is unwise, and ought to be abolished. A return to the former system of assessment and collection is earnestly asked for, and is hereby recommended.

The *Wisconsin Educational Journal* having been transferred by its former proprietor to the *State Teachers' Association*, and become the accredited organ of this department, it is desired that the Legislature provide for having a copy placed in each and every School District Library in the State. Such, or similar provision has been made in New York on behalf of its School Journal with excellent results. In this case the success of the enterprise greatly depends upon the legislative aid, to which reference has been made. I trust the subject will receive, as it merits, your serious and careful consideration.

In obedience to the requirements of an "act to provide for the purchase of a certain number of copies of Webster's Unabridged Dictionary, and for their distribution to the several public schools of the State," approved March 21, 1855, I contracted in July last with the publishers of said dictionary for three thousand copies thereof, to be delivered in the city of Milwaukee on the first Monday of October last, at the price of four dollars per copy. The books were received according to contract, and so far as means of transportation could be provided, have been distributed.

Up to this date distribution has been made as follows:

County.	No. of copies.	County.	No. of copies.
Brown,	26	Kenosha,	67
Columbia,	118	Manitowoc,	47
Dane,	192	Outagamie,	30
Dodge,	195	Racine,	86
Fond du Lac,	137	Sheboygan,	100
Jefferson,	135	Waukesha,	127

Books have been sent as follows, for which no receipts have been received:

Winnebago,	95	La Fayette,	76
Walworth,	137	Chippewa,	3
Oconto,	2	Richland,	25
Ozaukee,	50	Crawford,	9
Milwaukee,	85	Marquette,	112
Rock,	134	Waupacca,	32
Washington,	102	Jackson,	9

It is proper to state, that, at the date of the contract, the returns—which were not all in—called for a less number than were purchased. Delays were consequent upon the non-reception of blank reports, and it was supposed that when full returns were received the demand would fully equal the supply. The annual reports from the several counties, give 3,584 as the number of whole and joint districts in the State, while the returns under the act give the number as 2,712. It would be well to provide for the distri-

bution of books to the balance of the districts, to the extent of the supply. Indeed, it is desirable that every school in the State, now that the good work has been prosecuted so far, should be provided with a copy of the Dictionary.

The following Text Books are recommended to be used in the public schools of the State :

Sanders' Speller, Analyzer, and Definer.

do Pictorial Primer.

do New First Reader.

do 2nd do.

do 3rd do.

do 4th do.

do 5th do.

do Young Ladies' Reader.

do Elocutionary Chart.

Thomson's Table Book.

do Mental Arithmetic.

do Slate and Black Board Exercises.

do Arithmetical Analysis.

do Revised Practical Arithmetic.

do Higher Arithmetic.

Cornell's Primary Geography.

do Intermediate do.

do High School Geography and Atlas.

Ricord's Primary Grammar.

Clark's New English Grammar.

do Analysis of the English Language.

McElligott's Young Analyzer.

do Analytical Manual.

Quackenboss' 1st Lessons in Composition.

do Advanced Course of Composition and Rhetoric.

Payson & Dunton's System of Penmanship.

Parker's Juvenile Philosophy.

do 1st Lessons in do.

do Compendium of do.

Wrights Analytical Orthography.

Northend's Dictation Exercises.

Brookfield's Composition.

Word Builder.

Willard's Small History of United States.

do Large do do.

do Universal History.

do Historical Guide.

Davies' Elements of Algebra.

do Geometry.

do Legendres do.

do Bourdon's Algebra.

do Surveying.

do Descriptive Geometry.

do Calculus.

do Dictionary of Mathematics.

Youman's Class Book of Chemistry.

do Atlas of Chemistry.

do Chart do.

Hitchcock's Geology.

Coes' Drawing Cards, 10 parts.

Otis' Drawing Book of Animals, 5 parts.

do Easy Lessons in Landscapes, 6 parts.

Warings' Elements of Agriculture.

Green's Primary Botany.

do Class Book of Botany.

Fulton & Eastman's Double Entry Book Keeping.

do do Blanks for do.

Cutter's Anatomy, Physiology and Hygiene.

do 1st book of do do.

Mrs. Cutter's Anatomy, Physiology and Hygiene.

Webster's Unabridged Dictionary.

do High School do.

Mitchel's Outline Maps.

Pelton's do do.

The increased and increasing business in this office renders it necessary that legislative provision be made for furnishing such additional assistance as may be required. Attention to the extensive correspondence of this Department alone nearly occupies the time of one person. Add to this the duty of deciding numerous cases on Appeal, and the recording of decisions—visitation and inspection on the part of the State Superintendent, occupying four or five months of the year—the preparation and distribution of blank reports and the reception, filing, and recording of annual returns, together with the preparation of the Annual Reports of this department, and the apportionment of school moneys; and it will be seen, that the services of a clerk for portions of the year are absolutely demanded. Myself and assistant are now required to labor from fourteen to sixteen hours each day for the dispatch of the business of the office, and will be required so to labor until after the apportionment is made.

I bring this Report to a close, by commending the common Schools of the State to the fostering care of the Legislature. Whatever is done through wise counsel and effectual aid on their behalf, will tell with power upon every vital interest. Every good work, every true reform, will be promoted thereby. What shall tend more than earthly agency beside, to hasten the removal of those evils which oppress and distress society, is right education, developing, training, disciplining the immortal through its mortal mediums; and through this development of the soul's divine faculties, wielding its resistless power on human institutions, and human errors and wrongs, and working out the political, social and moral salvation of all lands beneath the sun.

A. CONSTANTINE BARRY.

APPENDIX.

APPENDIX "A."

Abstract of the Reports of the Clerks of the Boards of Supervisors of the several Counties of the State of Wisconsin, for the year ending September 1, 1855.

COUNTIES.	Number of Towns.	Number of School Districts.	No. of Districts which have not reported.	Number of parts of Districts.	No. of parts of Districts which have not reported.	No. of School Houses in Joint Districts.	Average Number of Months School have been taught.	No. of Male Children residing in County over 4 and under 20 years of age.	No. Female Children residing in County over 4 and under 20 years of age.	Total No. of children residing in county over 4 and under 20 years of age.	No. of children over 4 and under 20 years of age who have attended School	No. of children under 4 years of age who have attended school.	No. of children over 20 years of age who have attended school	Average No. months children between 4 and 20 years of age have attended school
Adams.....	10	40	7	11	..	6	3 2-3	710	704	1,558	867	23	11	3 1-9
Bad Ax.....	6	37	5	4	..	1	4 1-3	833	798	1,630	821	3	2	2 3-8
Brown.....	9	28	9	1	..	1	5 3-5	1,021	1,077	2,098	916	7	6	4 11-12
Buffalo.....														
Calumet.....	7	25	2	5	3	1	4 1-2	699	682	1,381	809	17	1	3 1-2
Chippewa.....	1	2					3	94	83	177				
Clark.....														
Columbia.....	22	109	5	48	12	16	6 5-11	3,303	3,238	6,541	4,898	62	47	4 4-5
Crawford.....	5	21	2	1	..	1	3 1-5	701	603	1,304	389	3	..	3 1-6
Dane.....	33	169	1	72	1	34	6 3-10	6,024	5,851	11,875	6,710	102	85	4 1-6
Dodge.....	25	138	.	89	..	55	6 3-5	6,411	5,711	12,122	7,975	137	87	4 1-2
Door.....														
Douglass.....		2					1			65				
Dunn.....														
Fond du Lac.....	21	120	8	57	7	24	6 7-18	4,755	4,315	9,070	6,724	153	74	4 1-2
Grant.....	22	113	6	48	6	18	5	4,711	4,212	8,923	5,550	54	40	4 1-6
Green.....	16	93	16	44	12	10	5 1-4	3,105	2,818	5,823	4,619	64	77	4 1-2

Iowa	11	71	8	13	3	10	3 2-3	2,726	2,502	5,228	3,505	19	17	4 7-10
Jackson	1	7	4	--	--	--	5 1-3	98	92	190	123	--	1	4 1-2
Jefferson	16	178	--	79	10	--	6 1-3	4,479	4,217	8,696	6,249	80	56	4 3-4
Kewaunee	8	57	4	30	4	12	7 5-8	2,454	2,284	4,738	3,428	38	50	5 1-2
Kenosha	15	73	2	18	--	--	6 2-5	3,062	2,610	5,672	3,641	52	20	4 7-8
La Crosse	10	62	14	--	--	--	4	2,008	1,852	3,860	1,434	28	10	4 1-5
La Fayette	22	84	2	70	8	26	6 3-8	2,759	2,557	5,316	4,021	77	39	3 3-7
La Pointe	8	60	1	15	1	4	7 1-4	7,531	7,411	14,942	7,064	24	20	5 1-9
Manitowoc	5	15	8	2	--	--	3 1-4	250	256	506	451	3	--	3 1-5
Marathon	3	5	--	--	--	--	4	210	250	460	170	--	--	3
Marquette	10	31	2	5	2	2	5	846	678	1,524	869	8	4	6 1-8
Milwaukee	7	51	--	13	--	7	5 5-7	2,566	2,482	5,048	2,338	39	10	5 1-8
Monroe	2	5	3	--	--	--	10 1-2	80	69	349	120	6	--	8 1-2
Oconto	7	19	10	6	2	--	5 1-10	270	220	494	343	14	12	2
Ooutagamie	11	58	1	44	--	--	7 4-11	2,471	2,100	7,586	4,485	43	26	5 6-11
Ozaukee	9	45	11	6	--	7	1 1-2	867	781	1,648	1,025	16	7	3 5-6
Pierce	21	121	5	88	9	44	7 1-7	5,657	5,392	11,049	8,480	121	97	5 1-2
Polk	3	10	1	--	--	--	--	267	163	497	239	--	--	4 3-8
Portage	16	81	4	36	6	22	4 8-13	2,500	2,180	4,680	3,120	55	21	4 8-11
Racine	1	2	--	--	--	--	3	26	31	57	51	1	--	2 1-2
Richland	16	91	3	26	--	11	6 3-8	3,715	3,477	7,192	4,461	86	30	4 5-8
Rock	2	3	--	--	--	--	5	81	60	141	77	3	--	4 1-2
St. Croix	17	97	--	81	--	41	7 2-9	4,257	3,940	8,197	5,945	53	90	5 1-2
Sauk	13	89	3	39	1	17	6 1-3	3,850	3,481	7,331	4,482	49	17	6 5-13
Shawanaw	16	83	1	94	3	50	7 4-9	4,750	4,484	9,234	7,035	97	85	5 1-4
Sheboygan	11	32	6	8	4	2	4 3-4	711	643	1,354	812	15	3	4 5-7
Trempeleau	13	42	8	43	7	20	5 5-13	936	838	1,774	1,313	40	19	4 1-7
Walworth	17	67	--	52	--	14	6 1-9	2,996	2,759	5,755	4,128	58	51	4 6-7
Washington	468	2436	162	1148	101	456	5 1-3	94,689	87,901	186,085	119,687	1,660	1,115	4 1-4
Waukesha														
Waupacca														
Waushara														
Winnebago														

APPENDIX "A."--Continued.

COUNTIES.	Average No. of months schools have been taught by a male teacher.	Average No. of months schools have been taught by a female teacher.	Average amount of wages per month paid to male teachers.	Average amount of wages per month paid female teachers.	Amount of money received from County Treasurer.	Amount of money received from Town Treasurer.	Amount of money received from other sources.	Total amount of money received.	Amount of money paid for Teachers' wages.	Amount of money paid for Libraries.	Amount of money expended for other purposes.
Adams.....	2 1-4	3 3-5	\$21 50	\$8 65	\$ 306 94	\$ 245 43	261 20	794 69	790 19	11 12	.....
Bad Ax.....	4 1-2	4 1-6	18 66	10 96	702 43	182 74	132 50	885 19	692 59	12 00	.....
Brown.....	3 2-3	5 1-10	19 97	13 74	2,020 30	1,901 35	359 19	4,280 84	2,215 26	35 44	468 09
Buffalo.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Calumet.....	3 1-4	2 1-2	17 00	7 87	788 08	571 58	207 81	1,972 61	1,077 78	38 15	1,528 24
Chippewa.....	.....	3	.....	16 33	.....	.....	.....	.....	.....	.....	.....
Clark.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Columbia.....	3 4-5	4 2-11	20 57	11 28	5,100 72	4,963 78	27 93	10,805 06	9,637 08	259 30	652 00
Crawford.....	2 1-2	3 1-2	20 50	11 02	832 15	327 80	.....	1,159 95	606 85	.....	18 64
Dane.....	3 1-9	6 1-3	21 13	10 72	8,716 90	6,196 41	22 75	15,043 20	14,171 37	378 75	589 00
Dodge.....	3 2-7	4 1-4	19 11	9 85	7,958 43	4,549 68	.....	14,599 04	13,397 71	487 50	476 56
Dunn.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Door.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Douglass.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Fond du Lac.....	3 5-8	4 3-9	21 40	10 40	5,443 47	3,891 43	.....	9,668 00	9,757 58	196 20	225 64
Grant.....	3 8-9	2 11-12	24 85	14 14	6,148 03	3,226 79	119 72	8,940 64	7,479 43	.....	.....
Green.....	2 1-5	3 2-3	20 57	11 74	4,035 89	2,140 87	1,041 61	6,944 76	6,042 56	110 40	2,330 57
Iowa.....	2 3-4	4 1-7	22 53	14 26	3,782 35	2,543 94	.....	6,326 29	5,757 09	44 25	.....

Jackson	6	5 1-4	25 30	10 00	107 87	.....	50 00	157 87	.....	.....	.....
Jefferson.....	4 1-4	4 1-9	20 95	11 46	6,027 49	3,843 89	.....	10,333 48	9,905 31	193 87	829 09
Kewaunee .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kenosha	4 2-9	5	26 65	16 05	4,276 58	3,594 31	.....	7,870 79	7,531 97	142 75	.....
La Crosse .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
La Fayette.....	4 3-4	3 3-7	25 47	13 77	3,916 87	2,185 70	.....	6,490 67	4,802 86	71 32	1,972 22
La Point.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Manitowoc	5 2-5	5 5-7	25 23	15 01	1,970 74	430 06	.....	4,438 66	3,265 81	86 93	660 39
Marathon .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Marquette.....	2 1-2	4	17 89	8 95	4,110 09	2,588 07	.....	6,743 03	5,803 14	183 23	275 82
Milwaukee	5 1-4	4 1-2	23 36	13 77	9,802 81	8,510 65	3,196 64	20,576 12	18,140 03	211 00	24 80
Monroe.....	1 1-10	2 1-10	19 00	8 80	.....	.....	833 00	.....	78 00	.....	.....
Oconto	1 1-4	6 7-8	34 50	18 00	358 22	823 08	.....	1,181 50	457 61	.....	239 75
Outagamie	2 7-8	4 3-8	21 85	12 78	1,055 49	1 140 01	25 11	2,425 65	2 257 66	56 64	30 50
Ozaukee	3 1-3	4 1-2	20 15	14 06	4,278 36	1,400 50	.....	5,678 86	4,854 98	240 31	178 90
Pierce	7	-	34 17	20 00	176 20	135 79	.....	312 00	358 50	.....	70 00
Polk .....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Portage.....	4 1-2	4 4-5	25 00	8 90	194 57	1,055 12	.....	1,373 69	145 93	.....	40 00
Racine	4 5-11	4 10-11	26 65	13 92	5 089 07	6,359 27	204 38	13,613 17	12,170 27	302 11	964 25
Richland	2 1-2	3 7-8	24 16	9 55	782 30	246 64	174 75	1,440 13	1,169 17	2 00	43 00
Rock	3 1-3	4 2-5	21 95	11 25	7,711 02	7,052 60	.....	15,792 27	13,956 43	869 72	396 06
S. Croix.....	3	3	40 00	13 83	237 55	592 05	.....	830 18	65 95	.....	.....
Sauk	2 6-7	5 1-6	19 02	9 48	2,722 62	3,186 74	.....	6,241 79	5,217 39	157 26	178 30
Shawanaw	-	3	.....	.....	.....	.....	3 00	.....	.....	.....	.....
Sheboygan.....	3 1-4	4	21 13	12 51	4,638 92	10,069 66	4,720 31	19,924 89	9,760 82	173 96	9,858 25
Trempeleau.....	1	4	25 00	15 00	59 00	.....	.....	129 00	59 00	.....	.....
Walworth	3 2-7	5	23 98	10 28	6,757 81	5,362 14	10,958 61	23,753 29	15,778 88	191 43	6,242 76
Washington.....	3 10-13	2 8-13	19 24	11 77	5,623 34	3,861 54	.....	9,484 90	8,689 19	88 08	.....
Waukesha	4	4 1-3	21 28	11 23	6,947 19	3,873 00	.....	12,410 68	11,257 26	131 74	130 04
Waupacca.....	2 1-3	3 5-8	19 20	10 25	658 46	347 11	.....	1,005 57	884 38	.....	32 50
Waushara.....	2 1-8	4 1-6	18 04	8 52	997 39	857 59	.....	2,049 26	1,728 80	.....	41 50
Winnebago.....	3 1-3	4 3-8	21 23	11 65	4,528 32	4,073 01	.....	9,086 31	6,577 89	65 75	294 90
	3 1-2	4 1-6	22 84	12 09	128,863 97	93,330 93	22,338 51	264,764 03	216,542 72	4,741 21	28,791 77

APPENDIX "A"—Continued.

COUNTIES.	Amount of money remaining unexpended.	Amount of money raised by tax and expended for Teachers' wages.	Amount of money raised by tax and expended for District Li- briaries.	Amount of money raised by tax and expended on School Houses.	Amount of money raised by tax and expended for fuel and other purposes.	Names of Authors of Spelling Books most used in Schools.	Names of Authors of Reading Books most used in Schools.
Adams.....	120 97	\$ 88 71	3 60	112 00	26 00	Sanders and McGuffey.	Sanders and McGuffey.
Bad Ax.....	71 86	210 38	-----	776 39	-----	McGuffey.....	McGuffey.....
Brown.....	1,031 80	1,054 28	20 00	670 41	94 31	McGuffey.....	McGuffey.....
Buffalo.....	-----	-----	-----	-----	-----	-----	-----
Calumet.....	105 38	20 00	-----	487 54	23 00	Sanders.....	McGuffey.....
Chippewa.....	-----	-----	-----	-----	-----	Webster.....	McGuffey.....
Clark.....	-----	-----	-----	-----	-----	-----	-----
Columbia.....	1,393 91	27 664	119 90	5,818 32	798 49	Webster and Sanders.	McGuffey and Sanders
Crawford.....	272 90	100 15	-----	2,095 31	-----	Town.....	Town.....
Dane.....	1,656 71	4,218 29	147 53	7,264 14	1,172 60	Sanders.....	Sanders.....
Dodge.....	1,294 71	16,115 59	128 14	5,205 49	1,491 42	Sanders.....	Sanders.....
Door.....	-----	-----	-----	-----	-----	-----	-----
Douglass.....	-----	-----	-----	-----	-----	-----	-----
Dunn.....	-----	-----	-----	-----	-----	-----	-----
Fond du Lac.....	478 67	4,682 29	136 30	11,317 78	1,862 63	Sanders and McGuffey.	Sanders and McGuffey.
Grant.....	431 50	4,780 56	98 00	4,312 29	487 95	Town.....	McGuffey.....
Green.....	812 78	2,679 39	407 03	2,512 87	310 17	Sanders.....	McGuffey.....

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fossil school masters and jealous town officers! They had some occasion to dread him. I remember well my first visit to the town of —— to examine teachers. That was before we had town superintendents, and while we had three commissioners and three inspectors in each town. In the town of —— these were all my political and personal friends, and therefore came out very cordially to meet me at the examination. They were the leading men of the town; two of them decidedly its magnates. One of the magnates had a daughter, and another a sister, to be examined. Both of the young ladies had taught for several seasons, and were not aware that it was necessary for *them* to think of looking over their studies or “brightening up” for the examination. Their father’s and brother’s friend,—the man whom their fathers and brothers had supported for office,—reject them? The idea was preposterous! I prolonged the examination half an hour, revolving bitterly in my mind how I should perform my duty with any degree of grace. Seeing no way to do this, I finally shut my eyes and took the leap. I rejected the entire class! Had a stunning clap of thunder broke from that clear April sky, there would not have been such a momentary look of surprise. The next instant, mortification and wounded feelings filled the room with sobs. I escaped; but then I had accepted an invitation to take tea and stay over night with magnate number one. Here was a new trial. I marched over, as cool (just about) as a soldier mounting, “the deadly imminent breach,” with Hyder Ali or a Russian garrison on the other side. We got down to the tea table. The Squire evidently had a terribly choking sensation about the throat. Finally he thought he must relieve his mind, and he said—“Randall, what did you reject —— for? At that moment —— entered the room, with eyes redder than another Niobe’s. Said I, “You hear your father’s question; can you answer it for me?” “I suppose, sir, because I was not qualified,” was the reply. “Exactly,” said I; “Squire, be good enough to pass me the bread?”

The next morning — — — and two other rejected and dejected ones were started off by their parents for the academy. I told them I thought with two or three weeks of rubbing up, they would "pass muster." But no they had made up their minds that they would be beholden to no man's lenity in future. They went to the academy. They staid until they became polished scholars and on two of them I afterwards conferred state certificates, as teachers of the highest grade of attainment and practical skill. Now for the moral of this anecdote. I knew that the law creating county superintendents was terribly unpopular in the town of ———, even before I came down on them "like a wolf on the fold!" They thought it a terrible thing in theory to clothe a "central" officer with such powers and certainly they had found it no joke in practice! So when a few months afterwards I turned my horse's head into the quiet little valley of the ———, I could not but reflect with what secret if not open aversion I should be received in the schools. However remembering "faint heart never won" anything worth having, I drove straight to the 'Squires and "put up." His nephew, a fine young man, was the new town superintendent. On I went for two or three days through the schools, calmly and firmly administering praise or censure as I thought circumstances demanded. The teachers quivered and blanched a little at the outset, but all were deeply respectful and finally a good many of them got on pretty good terms with themselves and me before the examination of their schools closed. The trustees and people turned out to meet me. They bore the rebukes I administered where I thought it necessary, for the bad condition of the school houses, libraries, &c., with a capital grace, and many asked me home with them. Finally, I remarked to the town superintendent that I met a more cordial reception than I expected, after such an *opening* in the town. "Oh, sir," said he, "that opening revolutionized our town. A petition has been sent here from abroad for signers, to have the legislature abolish the county superintendency. Our people have mostly signed a remonstrance against its abolition. They say

when disinterested officers are sent in and justice comes even-handed on big and little, and teachers are made to earn the worth of the money, the law must be a good one and they are ready to meet the extra expense." The next time I entered that town I was met by a convocation of schools, arranged in their holiday bravery, banners waving, and a band of music alternating its strains with songs and hymns, written for the occasion, pealed forth by the entire body of the children of the town. And foremost in the demonstration, were the rejected teachers of the preceding season.

Indifference warmed into interest, and interest swelled into enthusiasm in our schools, such I believe to have been the history of the county superintendency in a large proportion of the counties of the state—everywhere where competent men filled the office. But a feeling of deep hostility was manifested against the law from the outset. In some counties, miserable officers were appointed. In others, it was claimed that they depreciated after the first incumbents returned. But independently of all such considerations, there is a prejudice among our people against *centralizing* office, and a most salutary one it is if not carried to an improper extent, or into improper departments. Each town desires to be a little commonwealth in itself, and to submit to just as few outside officers as may be. Then again the central office is held and its pay and honors are monopolized by one; division makes offices and honors for many. I'll wager that I could get up a powerful petition to abolish the office of sheriff, and put in his place a town officer to discharge the same duties in each town! We New Yorkers endure some old central officers, because we have got used to seeing them, but I assure you we shall create very few new ones! Well, this idea is the very bulwark of liberty, and so let us endure it even where it operates a little unpleasantly. But now the fight is over and so sad a sequel has followed, I believe thousands who warmed up against the county superintendency, would now remain quiet. If a legislature should now quietly pass the law over again, I doubt much whether it

would call our any serious opposition. The truth is the present system is a failure, and the blindest will before long see it. It is not even as good in my opinion as the old one, where we had commissioners and inspectors, then as the office was so divided that little labor fell on each, and the pay was an object to none, the first men in each town were willing to serve. Educated professional men formed a large proportion of these officers. If they did little, they did it with good sense and with good taste. They did not belittle anything.

Now, (in the hands of a town superintendent), there are a considerable range of duties devolving on one man. The pay is too inconsiderable to employ a man who considers his time of any value. There is not scope enough to the office to invite the labors of philanthropy. Many of our town superintendents are well qualified men, but an unfortunately large proportion, too, are superannuated teachers, who never were qualified to teach a school and others whom the towns have bestowed the office on because they are too feeble to work, lame, or poor, and being persons of excellent character this has been thought a good way to provide for them. Of course I do not mean that these reasons would often induce a town to elect a man wholly unqualified. But it has induced them to elect men not sufficiently qualified. Unfortunately the town superintendents are nominated in the political caucuses just like the other town officers. When the struggle comes between two—one poor or unable to work, and the other differently situated—and when the body of the voters have had no opportunity to know any thing really of their respective qualifications, you can readily see how natural it would be for any one to vote for the person to whom the office would be considered a kindness.

The town superintendents, as a body, are not nearly so well qualified as they were while the county superintendency remained. The latter officer kept up a feeling for improvement which induced the people to think far more about and care far more for the qualifications of their officers.

In our cities, villages, and in some other favored places, the great reformation which began in our schools with the county superintendency, is still kept on. Our state and town teachers associations do much to keep the vestal fire burning—but my deliberate judgment is that the body of our schools have sunk back into the old slough quite as deep as they were fifteen years ago. I may be wrong in this but I believe it.

Do you ask me why, entertaining such views, I failed in my reports as State Superintendent, to vigorously press the immediate restoration of the County Superintendency? I am ready to answer you. If I am not quite prepared to declare my belief in the maxim “vox populi vox dei!” still I believe the people have a right to have this, or do that, according to their own good pleasure.

It is all nonsense, in my judgment, for any man, or set of men, in matters where no deep principle is involved, to keep up a struggle against the settled tide of public opinion. It is worse than useless, because it only perpetuates the evil, if evil there be. There was an acrimonious contest in this State, and the County Superintendency was put down. Keep up a constant fusillade on the subject, and the old fires of prejudice will be kept burning. Drop the subject, and let our people look coolly at the matter a few years—investigate, without being thrown into the position of combatants—and then the “sober second thought” will be heard. If that second thought says *restore*, then restore it will be; if it says the contrary, we cannot help ourselves and must submit. In my last annual report, at the close of 1853, I submitted my individual views in favor of the restoration of the County Superintendency, but still advised the legislature to wait a little longer, as no where is excited popular controversy so fatal as in our schools. I have little doubt the office will be restored within two or three years. If I were in a State, where the question was an open one, I should most earnestly press the establishment of the office.—State.—Assembly district and town Superintendents, with proper powers and duties, constitute infi-

nitely the best system, and if the results are to be taken into view, the cheapest one. There is no economy in saving a dollar to each head of a family per annum by a system of schools in which it will take ten years for his children to procure the amount of education which they ought to obtain in five! If I could have my choice, and was obliged to give up either, the county or town superintendency, I would give up the latter. To do all the school business of a county, (I should rather say Assembly district, for a county gives no idea of size or number of population,) would make one man too much of a drudge, but out of a whole Assembly district, you could always, if the appointing power was exercised discreetly, get a well-qualified man and then something would be done to good purpose. Under the other system you cannot be at all sure that what is done in many towns will be done to good purpose. And a county officer would cost less than one for each town.

I have given you my views at extraordinary length for me, crowded as I am at present with other objects. But one cannot but feel a deep interest when he thinks of the importance of your great new western commonwealth starting right in their educational career, and he does not feel at liberty to decline to throw his "mite" of opinion into the scale where it is asked for. I have written with running pen, and you must take my wheat, if I bring any, with a good deal of chaff.

Very respectfully, yours,

HENRY S. RANDALL.

LETTER OF J. L. PICKARD.

PLATTEVILLE ACADEMY,

July 23, 1855.

Hon. A. C. Barry, State Superintendent of Public Instruction:

DEAR SIR:—I have the honor to acknowledge the receipt of your favor of the 13th inst., in which you propose the following question:

“Would the interests of Education in a State be enhanced by a legislative provision for uniting townships and incorporated villages, for the purpose of organizing Union and Central High Schools?”

It is evident that the interests of popular education are advanced by any thing that tends to elevate the common school, and leads to a wise and economical expenditure of the school monies. That the system of *classified schools*, including all grades from the primary to the high schools, is the best adapted to secure this elevation and economical expenditure, needs no illustration, except with such as have no practical knowledge of its workings, or have bestowed no thought upon its reasonableness. All desire the stability and permanence of our common school system. But what security has any state that it will be permanent, except in provision for the training of those who are its main support—*the teachers*? And where, in our unclassified schools, are we to look for those who will rise far enough above the common level to become competent guides for the young? To provide teachers, private schools must be established at an outlay far exceeding the extra expense of well classified schools, which may in their higher departments furnish teachers for the lower, fully prepared for their work. On the score of *economy*, no one, who for a moment will consider the operation of schools classified,

as compared with the present system of unclassified non-descripts, can doubt the importance of a thorough gradation of our public schools. And how can any school be elevated, in which all grades of scholars are crowded together under the direction of one teacher? As well may one expect to find a dwelling well completed and thoroughly furnished under the superintendence of a stone mason alone, though he did not stand at the head of his craft, as a well disciplined and thoroughly furnished mind coming from a school taught by the best primary school teacher in the world, or the best *high school teacher* even.

Minds of different degrees of advancement require different methods of instruction and discipline, not practiced with equal success by the same teacher, nor carried out to their fullest development under the same roof. It seems useless to spend time in illustrating what must commend itself to any thinking mind as reasonable and absolutely essential to success. The only question that remains is—How can this be best accomplished? In reply to this, we cannot go back to years previous to any school organizations; we must look at things as they at present exist. Had no organization of school districts been effected, it would evidently be proper to start at the foundation, and build up a system in our own townships, which without special legislation, could be perfected as circumstances demanded. And in townships not yet organized, or where school edifices have not yet been erected, our present school law admits of such an organization as shall serve the purposes of union schools and high schools. There are, however, many incorporated villages in townships which, through blindness or gross carelessness, have in their haste to erect school houses and organize schools, followed in the track of their ancestors, and are now laboring to retrace their steps. Difficulties which have been constantly increasing, stand as mighty obstacles in their way. To meet the necessities of such, it seems to me a legislative provision might be made, by which such villages might, by erecting suitable buildings, accommodate with high school

privileges other districts adjoining, whether in the same township or not, leaving to each village the making of such contract as would best suit the circumstances of the parties interested.— Except in the villages, the present organization would not be interfered with, and might supply the place of primary and intermediate departments. No special legislation which would suit one locality would be desirable, because it opens the way for endless special acts. But a general act which would allow the union of districts for high school purposes, (and even for the lower grades, if thought desirable,) and should make such union dependent upon the fulfilment of any contracts they might see fit to make, not inconsistent with said act, is highly desirable, and I doubt not would contribute greatly to the advancement of the public schools of the state.

Your obedient servant,

J. L. PICKARD.

LETTER OF P. R. HOY.

RACINE, Sept. —, 1855.

Hon. A. C. Barry, State Superintendent of Public Instruction :

DEAR SIR: This is in answer to yours of a recent date, in which you solicited my views on the following questions: "What place in importance should physical education occupy in public schools?" "What are the conditions that can be controlled by public schools, which are best calculated to secure a sound, vigorous physical body?"

To the first I answer that all we know of the mind is through the body; hence physical education must, from necessity, underlie all else; and without a healthy, well developed body there can be no lasting intellectual greatness: for just in proportion to the perfection of the body, will be the value of its intellectual and moral manifestations.

That system of education is all wrong, that does not have a direct tendency to strengthen, invigorate, and beautify the animal system, as well as to enlighten the understanding, and regulate the emotions and disposition of the heart.

How many fatal errors are committed by vain parents, and injudicious teachers, in directing all their efforts to excite, stimulate and precociously develop the minds of the young, to the neglect of their physical nature! In a perfect system of education, the three fold nature in man would be harmoniously developed; then we might have men and women physically healthy and beautiful; intellectually, with minds active and enlightened, capable of great and lasting mental efforts; morally firm and dignified in the right.

Your second interrogatory covers a wide and important field. I can only touch a few points in a communication necessarily quite too limited to do justice to the subject.

SCHOOL HOUSES.

The school buildings should be architecturally tasteful, located in not only the most healthy, but the most picturesque and charming spot to be found within the district; with ample grounds attached, ornamented with trees, flowering shrubs and plants, arranged with taste.*

The furniture should be ornamental, as well as convenient; the rooms hung with paintings, engravings and maps, executed in the best manner. The buildings and their surroundings should present to the eye nothing but delightful and pleasing objects, from the contemplation of which the mind would return satisfied, to make us better, more contented and happy—quicken our sympathies—filling the mind with imagery of beauty and taste; for man in contemplating the beautiful in art and nature, not only finds a delightful enjoyment of an elevating character, but is profited by the influence these emotions exert on his physical nature. The influence that the beautiful exerts over man is well known; but aside from this, it exerts a large influence over his physical development, which has been too much neglected. Of this I shall only here speak. In a perfect state of things, every individual would be perfectly beautiful. There can be no physical perfection without it; for beauty is the normal condition; hence health and beauty are synonymous; then just so far as we bring man back to his primitive, God-like condition, we restore him to beauty and health.

* Some fifteen miles from Racine last summer, I passed a school house located on the very margin of a marshy, miasmatic swamp; and not twenty feet from the door I noticed some urchins, with rolled up pants, engaged in the double occupation of capturing *tad-poles* and catching the *fever and ague*. Some public spirited, benevolent person (?) donated to this district this site for a school house, it being worthless for anything else.

It can be shown that every nation or class of people, remarkable for beauty of person or feature, is not only surrounded by the beautiful, but has also a cultivated taste for these objects. This fact can be accounted for by that wonderful something we call sympathy—that something which assimilates us to, and makes us a part of those objects and beings by which we are surrounded. Where then should we expect to find the most beautiful persons? Where but in ancient Greece and Rome, in modern Italy, Spain and France, and among the better class of Germans and English; just where we find in profusion the beauties of art and nature, in connection with the most universal cultivation of a refined taste, for whatever is grand, lovely, beautiful and graceful. The emotions of taste can only be known by being felt; and can no more be acquired without our being placed in suitable circumstances—that is surrounding ourselves with the beautiful or sublime—than a knowledge of music could be acquired without ever having heard a musical tone.

It is a physiological law that any impression upon our form or features, long continued, becomes fixed and permanent. Exhibit to a child an offensive object, one calculated to excite disgust or dislike, and mark the expression of disquiet and loathing. Now substitute an object of an opposite character, one suited to excite pleasurable sensations, what a change! the eyes now sparkle and fairly dance with delight; the face is all radiant with happiness and beauty. Should these impressions be long continued or frequently repeated, they will be daguerreotyped on the dial of the soul—the human face divine. We have such examples in great abundance. Look at the squalid poor: their children at birth very often have the elements of beauty in a considerable degree; but by dwelling continually amidst coarse and disgusting objects, they grow up with that stereotyped quirk of the upper lip and nose which makes them look as though their olfactories were perpetually being offended. The shanty and its surroundings has become a part of their existence; and its influence is stamped upon their faces. Take one of these children while young, and sur-

round it with elegance, cultivate its taste, and you will be surprised at the lack of resemblance to its parents. In proof I can point to individual cases that would be quite satisfactory to the most skeptical. If such a change be effected in the first generation, what ought we not to expect if such influences were continued for a series of generations?

VENTILATION.

Without pure unadulterated air, there can be no health—it is of the very first importance; it plays a prominent part in all the phenomena of life. But so much has been written, and well written too, on the subject of ventilating school houses, that I will only here record my voice in support of that system of ventilation which will secure the most constant, and abundant supply of pure fresh air.

EXERCISE.

Daily exercise in the open air is essential to the best health; it expands the chest, equalizes the circulation of the blood, thereby favoring a harmonious developement of every tissue; for the ultimate nutrition of the body, and calorification of the blood, are only effected within the capillaries. It follows then, if the circulation be retarded or cut off in any part, nutrition of that part will diminish or cease in the same ratio. Exercise, to be the most profitable, should call into action, not only the entire muscular system, but for the time must completely engage the mind. Among the conditions that can be controlled, essential to insure the full physical benefit of exercise, are an opportunity and a sufficient inducement for action. In childhood, when the functions of assimilation are the most active, and exercise is the most demanded, the opportunity should be given several times a day to inhale the pure air, start afresh the active pulse, and relieve the aching capillaries. Ample room and opportunity are all that is generally necessary to insure the full benefit of exercise for children, fresh from the hand of God, overflowing with animal spirits, with minds

easily directed, they rush with their whole soul, mind lungs, feet and hands into their childish sports. But with persons of riper years, the case is quite different, they require amusements more rational, to divert the mind, while the body is being invigorated. For such gymnastic exercise will be of much value ; for that precision of action, which distinguishes gymnastic from common, loose, irregular, random movements, compels the mind to be directed with accuracy on the muscular effort. Those free gymnastic exercises, which require no technical apparatus or machinery are all-sufficient to ensure the harmonious developement of the body. They ought to be introduced into the play grounds of every school, especially if situated in the larger towns and cities. Neither would I except the girls ; for they surely require sound vigorous bodies. Let them practice those gymnastic exercises suited to their sex, and not to be deterred from the noble purpose of laying the foundation of health and usefulness in after years, by the fear of being called "*tom boys*." Females require daily out door exercise, and they ought to have it. We should expect the opposition of those ignorant parents who would have their daughters to be lady-like (?) and at thirteen to have as many "nips and tucks" as an old maid of thirty. "Don't, dear, run and romp ; you make yourself look quite ridiculous, you should remember you are almost a young lady : " such untimely admonitions have sent hundreds of thousands of lovely daughters to a premature grave. Then we hear the consoling declarations, "mysterious Providence ! a promising flower nip'd in the bud, only to teach us the uncertainty of life." Better say : destroyed through the parents ignorance of the laws of life. Encourage the girls to hop, jump, and run races, with perfect freedom, and health will fix her rosy seal on the cheeks of bright, joyous, elastic youth.

The study of the natural sciences as an inducement to physical exercises, cannot be too highly recommended. The study of plants and animals especially, calls us into the fields, woods and prairies, by the brooks and on the hills ; affording to the mind as well

as the body a most healthy stimulus. I am thoroughly convinced that natural history should be studied in every school, and taught even to the young. Children learn to perceive differences in form, texture and color, with remarkable facility, and even to classify, bringing into action their faculties of observation, comparison and classification—operations of the mind of the first importance. They should be taught how to collect and preserve minerals, plants, shells, insects, fishes, reptiles, birds, and mammals; and encouraged to deposit these in the school-room. By this means each good school would soon have a collection of the flora and fauna of the neighborhood; then, by mutual exchanges, each school would accumulate a valuable cabinet. It is to be regretted that there are no suitable text books, to assist the pupil and teacher in investigating the common objects with which we are surrounded. It is to be hoped that this want will not remain long unsupplied. While the mere child can find enough to interest and delight him, the proudest mind will here find ample materials for the profoundest investigation, prompting at the same time to healthful exercises; for when the mind is thoroughly interested, exercise becomes a real pleasure. It is a significant fact, that materialists almost universally live to a ripe old age, and retain their mental powers unimpaired to an advanced period of life. If those persons whose brains are perpetually racked to torment the body, would interest themselves in some branch of material history, and spend one or two days in each week in the woods and fields, collecting and investigating these objects, there would be less call for bran-bread, and more for beef-steaks; fewer broken down, pale faced young ministers, more vigorous sermons written, and fewer old ones used.

CLEANLINESS.

Absolute purity of persons should be positively required of every one attending school. Away with the vulgar notion "that dirt is healthy." Filth is but another name for disease.

Finally,—Physiology and Hygiene should be taught to every advanced class ; and teachers should not be considered fully qualified for the profession unless capable of giving sound, wholesome instruction in the great art of preserving life.

P. R. HOY.

LETTER OF PROF. BAIRD.

Of the importance of the study of natural history as a branch of education, there can be no question. Even independently of the practical applications of the different departments of the science in the various processes of agriculture, commerce and the arts, the mental training it imparts is of the highest benefit.

The cultivation of the perceptive and reasonable faculties, the acquisition of skill in composition, as involved in recording the facts observed, the habits of healthful exercise of body in pursuing the study, and a rational and suitable occupation for leisure hours, are among the ends readily to be gained in the pursuit of natural science. When I speak of natural history, I do not refer simply to a string of harsh dry names in foreign language, and referring to many objects which a youth never has seen nor may expect to see except possibly in a drawing. I mean the study of nature as displayed in the woods and fields, under the eye of any and every looker-on. The child should be taught to analyze everything he sees, to examine into the why and wherefore, to take up some particular act of animal life and trace it back to its inception, and follow it to its conclusion. He should be taught to watch how the bird builds its nest, of what materials, what number and character of eggs it lays, the duration of incubation, the number of broods in the year, the date of appearing and disappearing, the abundance or scarcity as compared with other species, the kinds of food, etc. The frog should be watched, to learn when he leaves his mud retreat, how the eggs are deposited, whether in spherical masses or in long ropes, how long before the embryo emerges from the shell and the interval of attaining full development of limbs. The fish should be traced to its secret

haunts, to learn when the period of spawning takes place, whether it builds a nest of grass, sticks or stones, what arts of defence it employs, what changes it undergoes in the different seasons.—The transformations of the insect should be followed out through its successive stages, so as accurately to determine the kind of food, duration of the different conditions, etc., points all of the highest importance in an economical point of view. The same general principles will apply to every form of life. The student should be encouraged to write down what of such operations and actions he may have seen in his rambles. No matter how trivial these may seem, a record should be made, as cultivating a habit of great importance. The difficulty so often experienced in the writing of compositions may be remedied to a great extent by assigning some particular subject in natural history to be investigated and reported upon. Students may be encouraged to procure living animals and keeping them in confinement, to work out the details of their history. Indeed with many species this is the only way in which anything can be learned respecting them. I have obtained vastly more information of the peculiarities of the frogs and salamanders, by watching them in my own room, than I ever could in the fields and by the ponds. In order however to systematize the studies first referred to, it will be necessary to proceed to the formation of local cabinets. Each school should be provided with some sets of shelves as well as bottles, alcohol, etc., by means of which to exhibit the results of Saturday afternoon forays, or incidental gatherings throughout the week. The object should be to procure as complete a collection as might be convenient, of all the different minerals, rocks, fossil remains, animals and plants of the neighborhood. This will be very easily accomplished by the help of the teacher who should know enough of the art of taxidermy to skin a bird or a quadruped. The processes involved are all exceedingly simple, and will be found detailed at sufficient length in the little pamphlet published by the Smithsonian institute which might be re-produced for distribution among the schools. Collections of skulls and skeletons, detached

or combined, might be made of the domestic and other animals of the vicinity. The collections thus made or in process of accumulation, are now to be labelled as accurately as the means at command will allow. If the scientific names cannot be obtained, then some provisional ones may be adopted serving to identify them temporarily, until better can be done. It must be the teacher's business to procure all the books he can get relating to the subjects collected, and by their means as well as by conference and correspondence with "Experts," find out what is already known of their history as well as the names by which they are recognized. In possession of such cabinets, it will then be proper to introduce some text book on natural history, and the course of instruction, selecting one suited to the comprehension of the classes. Unfortunately, we have nothing new at our command bearing upon the generalities of natural history and adapted to this country, excepting the text book of Zoology by Agassiz and Gould, which covers only the physiology of Zoology. This work, however, is very admirable as far as it goes and most highly to be recommended.

Very respectfully,

SPENCER F. BAIRD.

Smithsonian Institute.

LETTER OF SAMUEL S. RANDALL,

CITY SUPERINTENDENT'S OFFICE,
New York, July 20, 1855.

HON. A. CONSTANTINE BARRY,

Superintendent of Public Instruction, Wisconsin.

DEAR SIR: I have the honor to acknowledge the receipt of your communication of the 9th inst., requesting my views in reference to the expediency and utility of a legislative provision for uniting townships and incorporated villages for the purpose of organizing Union and Central High Schools.

In my judgment, such a provision would be eminently adapted to advance the interests of common school instruction. Our own experience in this state, under a law very inartificially drawn up, embracing as its leading feature this principle, has fully demonstrated the practical efficiency of such an enactment, even when the minor details failed to give full effect to the intention of the legislature. In the case of villages and well populated townships, there can be no doubt of the advantages of the system, concentrating, as it does all the mental and material energies of the inhabitants upon the support of a good school, well furnished with all the necessary appliances for systematic and scientific instruction. And in the rural districts or townships, even where a sparse population exists, I am convinced its effect would prove decidedly beneficial. The prevailing system of separate school districts, however advantageous in the incipient movements and first organization of a school system, labors under the serious defects of a want of adequate supervision, and the absence of a hearty, vigorous, systematic and united co-operation of the whole commu-

unity in one common effort for the advancement and improvement of its educational facilities. These defects are effectually remedied by the union and central system.

A legislative provision authorizing, and as far as may be encouraging the union of any two or more adjoining school districts, in each township with the assent of a majority of the legal voters, parents and tax payers, with power to form a permanent board of education, consisting of representatives, (two or more) from each district, (which for this purpose, and another to which I am about to advert should retain its original organization), and to impose the necessary taxes for the support of the school; with power also to such board to establish and maintain primary schools in each original district for the instruction of children under ten or twelve years of age, preparatory to their transfer at a suitable period to the central or high school, and from thence on the completion of the prescribed course of instruction, to a county free academy, to be supported by county taxation, aided by such funds as the state might be induced to grant; the whole system to be completed by a free state college or university of the highest grade. Such a provision, carefully and judiciously guarded in its several details, so as to accomplish, with the least possible infringement upon individual or collective interests or rights, the great object of a thorough and complete and practical education, common and free to all, accessible, in all its stages, to all, and equal in all respects to that of institutions of a similar grade elsewhere, would, it strikes me, be not only eminently useful and successful, but generally acceptable to all classes, and especially to the friends of education. It would likewise be found, I apprehend upon experiment, far more effective than the existing system of separate, and to a considerable extent, isolated districts. The supervision would be far more thorough and complete—the public interest in the progress and advancement of the system, more direct and palpable—the private interest of parents better provided for, and the interest and exertions of the pupils of every grade more absorbing. Such

at least is our experience, wherever the system has been fairly tried. I do not hesitate, therefore, to recommend it to your earnest consideration, and that of the legislature and people of Wisconsin.

Very respectfully and truly yours,

SAMUEL S. RANDALL,
City Superintendent N. Y. Public Schools.